

ASSESSMENT OF E-LEARNING METHODS IN PUBLIC ADMINISTRATION. THE CASE OF THE GREEK NATIONAL SCHOOL OF PUBLIC ADMINISTRATION AND LOCAL GOVERNMENT

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ABSTRACT

In a constantly changing and evolving global and organizational environment, it is considered necessary to improve the skills of human resources with a view to development of professional skills and knowledge. The purpose of this article is to highlight the importance of e-governance in general and especially the use of e-learning in modern public administration. The approach to this issue was by the completion field research to students of the Greek National School of Public Administration and Local Government. The findings on the questionnaire showed undoubtedly that the utility factor for this eClass platform was rated as "moderate" by the students/end-users. The small sample of participating in the survey. The fear of using new technologies. It is an original research for the use of e-learning in the Greek public administration.

KEYWORDS: E-Learning, Public Administration, Education, Human Resources Management, Public Policies, Motivation

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INTRODUCTION

In a constantly changing and evolving global and organizational environment, it is considered necessary to improve the skills of human resources with a view to development of professional skills and knowledge. Employees perceive education as the primary means of up-scaling in the context of the organization. Organizations are increasingly aware that it is necessary to improve the quality of education provided, which is considered one of the most important motivational breath worker factors for workers (Aspridis, 2010).

Knowledge management is a special system that aims at (a) the acquisition of knowledge, (b) representation, (c) storage, (d) research for innovative ideas, and finally, (e) utilization of knowledge for the benefit of the company (Iordanoglou, 2008).

The great importance of civil servants' training must have been surely in Weber's mind, when he said that "bureaucratic administration means overall domination through knowledge". This "knowledge" factor is the element that makes it especially rational. It refers both to the general scientific knowledge and the knowledge resulting from the

employee's work experience. Employees of the bureaucracy, must acquire additional empirical knowledge during their professional careers (Makridimitris, 2004).

Maragkopoulos, in the early 1950s, in his notorious report entitled "*Selection methods and staff training in the Administration*" stressed the necessity of continuing education, further training and retraining of civil servants. The findings had to do partly with the creation of a rational staff selection system and the formation of an integrated system of vocational training, advanced vocational training and retraining of civil servants (Makridimitris *et al*, 2000).

Langrod, stressed that professional needs lacked specialized strains with higher education, which resulted in frequent delivery of meaningless degrees. In his report "*Report concerning the Administrative Re-organization in Greece*" (1964) he found that the administrative crisis in Greece, derived also from the low educational and training level of executives in the administration. He mentioned a series of measures involving both introductory administrative education and continuous training. He proposed general and specific training for the administrative, staff within the framework of an integrated educational policy, which would lead to the emersion of highly-skilled civil servants and the creation of a new special category of interministerial staff, which would propel the '*public service*' (Makridimitris *et al*, 2000; Tsoukalas, 1989).

The distance education program came under educational efforts following the implementation of the programs of the Ministry of National Education and Religious Affairs. Distance Learning and Supplementary Education in the organization and supervision of the Scientific Responsible for the respective bodies responding in this way to modern demands and expectations of society for learning through alternative education programs. The great velocity of today's knowledge evolution and specialization imposes life-long learning. Radical changes in all sectors mark and project the necessity for updating and continuous upgrading of knowledge and abilities of people in order to cope in today's, modern and importantly demanding work environment.

The biggest share in education and lifelong learning via distance and via internet it has been undertook by the country's academic institutions that have been operating since 2001 in the field of providing specialized and ongoing training. In particular, in recent years, of course, by the need to find funding for Greek universities and higher education institutions, a variety of educational programs via internet was presented.

LITERATURE REVIEW

Education is the process of teaching new employees about the basic skills that you must have at work (Dessler, 2012). Education (Kanellopoulos *et al*, 1990) of human resources is the learning process, aiming at improving employee performance. This is a planned process that focuses on acquiring and elevating knowledge, developing human resources and meliorating the behavior of workers.

Robbins *et al* (2012) stipulate that the education of workers is the learning experience aiming at permanently altering their conducts so as to enhance their ability to perform tasks. Training includes a change in skills, knowledge, conducts of workers. Education refers to methods that a company will use to give young workers or the existing workforce all needed skills to carry out effectively their professional duties. E-learning is teaching or training using the PC either via the Internet or via local businesses and has two main features. The first focuses on learning techniques that integrate information and tools of Information Technologies (IT). The second is that this education is carried out by means of electronic networks and computers that allow the immediate update of the learners. Education with this process can be distinguished in education with online and offline training. E-learning is an innovative training model, which uses production, and dissemination of the most modern available technology for design (Terzidis *et al*, 2004).

According to Papalexandri *et al* (2002), education refers to organized learning process aimed at the acquisition of knowledge and skills for a purpose and aims at transferring knowledge or skills through the educational process. Education and human resources development presuppose the existence of highly educated and professional development and refer mainly to senior executives and senior administrative levels of the pyramid (Papalexandri *et al*, 2002).

We often use the term "*developing leaders*" which refers to the means by which an executive cultivates those skills so he may achieve in the best possible way the expected results in a certain domain. Such capabilities include the concentration of attention on the appropriate details, perception and analysis of problems in the specific environment (*i.e. a holistic perception of things*), encouraging employees to demonstrate their zeal in work, the possibility of cooperation, the assessment of the present and the future, proper allocation of time and others (Dessler, 2012; Papalexandri *et al*, 2002). The main objectives of the education and development of human resources is the elevation of professional skills for each employee, in order to improve performance and increase the productivity on former and new professional skills, due to changing technology (Dessler, 2012; Mouza, 2006).

Through education the company will gain organizational stability, reduce accidents and improve employee morale. Employees must have excellent scientific and practical training, full knowledge of new technologies, skills and knowledge of their service. These data are necessary to be evaluated, as well as the reactions of workers and all measurable and comparable data on the performance of employees. There are two types of education. The first takes place in-house and the second outside the company (Dessler, 2012). Productivity increase, lifting of morale, reduction of accidents, increase of organizational stability, flexibility and attractiveness of the organization, increased employee loyalty while imposition of mentality and culture are also achieved. A training system is effective when it carries out a series of actions related to the formulation of educational policy, securing of financial resources and infrastructure, definition of the obligations of staff members, the coordination of educational activities on various parts of the organization and the monitoring of the functioning of the educational system (Dessler, 2012; Papalexandri *et al*, 2002; Hegewish *et al*, 1993).

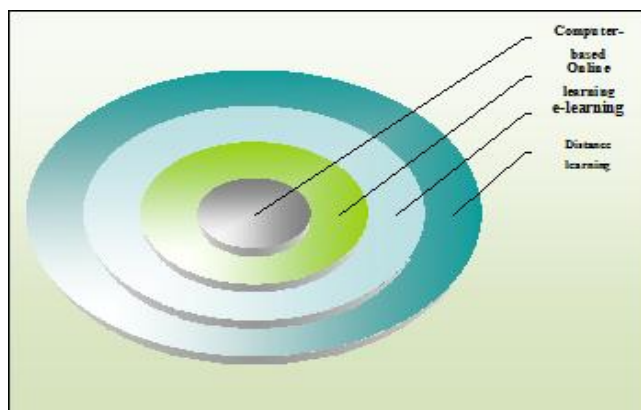
Computing technologies have entered in the management of human resources as well. Using software and hardware functions, the educational process has been automated. Perraton (*cited in Mouzakis, 2006*) states that the distance learning education concerns teaching from some instructor located away from the trainee, in terms of both physical and time distance. The long distance education allows learners to gain knowledge, even from their home. Since 1910, education by correspondence from the Open University is used. The main methods utilized are the scheduled teaching method, PC's and e-learning. Several international programs have used computer technology to create a qualitatively different learning experience, for example to design learning activities that are not feasible with current technologies (Giagli *et al*, 2010; Nikitopoulos, 2003).

The scheduled teaching allows the personalized and quick learning but requires time to grow, being useful for large groups of learners. It is also desirable to be accompanied with lessons in the classroom. E-learning contributes to the transfer of knowledge that takes place very quickly and allows the transmission of modern information but at the same time it is costly and requires appropriate equipment (Papalexandri *et al*, 2002).

According to Clark *et al* (2008), cited in Steen (2008), eLearning is "*any instruction that is delivered on a computer which has the following characteristics : Includes content relevant to the learning feature. Uses instructional methods such as examples or practice exercises to help learning. Uses a variety of media elements to deliver the content and methods. Builds new knowledge and skills which are linked to improved organizational performance. Thus, the goal of eLearning is to build transferable skills and abilities*".

According to European Commission e-learning “or electronic learning, also referred to as web-based learning, encompasses a broad range of knowledge transferred through digital technologies, sometimes as a complement to traditional education channels” (http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Glossary:E-learning).

E-learning is used in order to describe the education and learning methods that rely on the Internet and in virtual classrooms. The increasing use of technology is to improve the quality of teaching, the access to education, the cost and the economic efficiency of education. On the other hand there are several drawbacks, such as access to the actual educational process, the cost of providing education and shrinkage of public income (Noe *et al*, 2009; Nikitopoulos, 2003).



Source: http://webcache.googleusercontent.com/search?q=cache:YphZg73_ddUJ:www.teleteaching.gr/e-learning_v8.doc+&cd=4&hl=el&ct=clnk&gl=gr

Figure 1: The Distinguish of Basic Concepts in Synchronous Teaching

From the international and Greek experience we understand that the use of technologies constantly grows (annex 1). The American Society of training and development, in its study, showed that 95% of companies that participated in its programs were using some form of e-learning. With its use, technology cost is reduced and the way in which doing business is improved (Robbins *et al*, 2012).

In the early 1960s at Stanford University Psychology Professors Suppes and Atkinson used computers in teaching. In 1963 the first software application for student teaching was developed at a local college, in collaboration with Stanford University. The first e-learning programs came to replace the traditional programs of instruction and contributed to the diffusion of knowledge and the development of participants in the educational process (Reddick *et al*, 2012; Crane *et al*, 2009). In the early 1990's Graziadei described an online program that involved the teaching and evaluation of e-learning. Later, he and his associates evaluated electronic products and developed comprehensive strategic plan using technology in education (Graziadei, 1997). Universities, such as Stanford, and companies, such as BP, the Group Environmental Tectonic and IBM, run their education programs using PC's. In Greece this model is mainly applied by Universities (Dessler, 2012; King, 2004).

According to the research «1st European Barometer» of the company CrossKnowledge, the markets of France, Britain, Spain, Italy, Belgium and the Netherlands, it seems to introduce the e-learning applications in the same way, despite the economic crisis and despite the different levels maturity and the inevitable cultural differences that exist between these markets (<http://www.hrpro.gr/default.asp?pid=9&la=1&arId=3689&pg=2&ss=>).

The factors affecting the satisfaction of participants in such programs refer to communication improvement, time availability for dedication to the lesson, satisfaction of the educational process, student experience in technology and finally experience of teamwork (Nikitopoulos, 2003).

The three basic methods of teaching are (a) asynchronous collaborative, (b) synchronous collaborative and (c) self-paced. According to the website www.intelearn.gr, e-learning is a modern solution that guarantees both drastic reduction of training costs and better outcomes. The advantages for an enterprise/organization that implements e-learning methods are the autonomy of the rhythm of learning, the interactive environment, the low cost, the easy access to learning, the reduction of training time, the increase of the number of trainees and finally the easy updating and upgrading (Preston, 2011; Nikitopoulos, 2003).

THE INTRODUCTION OF E-LEARNING METHODS IN THE GREEK NATIONAL SCHOOL OF PUBLIC ADMINISTRATION AND LOCAL GOVERNMENT

One of the major reforms, regarding civil servant training in Greece, was the founding of the National Center of Public Administration (NCPA) in 1983. Its main scope, according its founding law, was the creation of public administration executives, for the central and decentralized government, local government and other legal entities of public law. Those public sector executives, *"would acquire special professional training and a new administrative approach on problem solving in order to effectively contribute to the modernization of administrative methods and the promotion of democratic governance"* (L. 1388/1983). Today the NCPA is the responsible body for human resource development in the public sector nation-wide. It consists of the National School of Public Administration and Local Government (NSPA-LG) and the Institute for Training (IfT). The former provides introductory education for high level executives while the latter aims at continuous training for civil servants. E-learning methods have been introduced into both units of the NCPA however our case shall be the appliance of such tools on the NSPA-LG alone.

The NSPA-LG, which was also founded in 1983, attempted to give shape to what was formerly Langrod's idea (Langrod, 1964) i.e. the creation of a highly skilled, interministerial civil servant corps. It was modeled after the French ENA (*École Nationale d' Administration*) and began operating in 1985. Its main scope was to produce and deliver high level executives, on fast-track career plans, for the central and decentralized governance, after having offered to them a highly demanding training program for modern public executives. The National School of Local Government (NSLG) was founded in 2003, aiming at producing equivalent high profile executives for local government and regional administration institutions as well as for central administration bodies that are charged with competencies referring to local government, civil protection and immigration policy. Since 2011, the two schools have been merged into the new National School of Public Administration and Local Government (NSPA-LG) which has inherited the scopes and missions of both its predecessors.

From a qualitative point of view, the training which is being offered by the NSPA-LG, is considered as initial vocational training and focuses mainly on the resolving of governance practical problems. From a quantitative point of view, NSPA-LG attendance involves – today – more than 900 hours of training within a period of 18 months. The program of study is designed and structured around five vertical thematic axes that run through the whole educational program:

- Public Administration
- Political Economy and Public Economics
- Public Policies – Public Institutions
- E-Government Support Technologies
- Foreign Languages

The P.D. 57/2007 stipulates that the NSPA-LG training is carried out through three different phases:

Common Phase

The Common Phase aims at providing to the students the necessary theoretical knowledge and practical skills and acquainting them with all the methodological tools needed for a future effective exercise of their administrative duties. Through this Common Phase, students with different academic and professional backgrounds are getting homogenized in order to be introduced to the next phase.

Expert Phase

The Expert Phase aims at the deepening and strengthening of the special public policy/public administration knowledge, skills and conducts of students who are destined to be future public officials. Within the Expert Phase, students are asked to attend in special character public policy courses and workshops, participate in a 4-month public sector trainee program and complete a thesis statement regarding modern public administration issues.

Inter-Ministerial Sector Phase

The inter-ministerial sector training program, which has been provisioned by the founding law of the NSPA (1983) and envisaged the creation of a pool of highly educated public officials, committed to promote the inter-ministerial communication and cooperation. This phase still remains inactive due to the absence of such a distinctive body among the different categories of public servants.

As previously mentioned, e-learning applications are being widely used today by many private and public organizations and institutions that regard continuous training as a tool of excellence for their personnel (Hrastinsky, 2008). In that respect, all organizations and among them modern public administrations, commonly utilize e-learning methods in order to provide their employees with tailor-made and, at the same time, cutting-edge training programs. By using such tools, they allow new means of interaction between trainers and trainees and surpass all kind of time and space limitations that may hinder the conventional educational flow.

Following this worldwide e-learning trend, the NSPA-LG introduced e-learning processes since December 2012, in parallel to traditional teaching processes, aiming at:

- Reducing education cost.
- Improving education efficiency.
- Bettering human and material resource allocation.
- Familiarizing new students with ICT.
- Promoting environmental sensitivity.
- Introducing asynchronous education.
- Enriching educational material beyond the classic textbook.
- Meeting requirements of modern ICT applications.
- Accessing easily a multitude of electronic sources.

In order to meet such goals, NSPA-LG adopted a pilot program aiming at successfully implementing e-learning methods. Specifically, it selected an open source software solution for asynchronous education, designed by the Greek Academic Network (GUnet), called Open eClass (<http://eclass.gunet.gr>). Its design principles include (a) ease of use by

end users without specialized technical skills, (b) multilingual support, (c) adaptability to current and future demands, and (d) simple software upgrade and extension. The service is accessible via any web browser.

Moreover, its basic characteristics are (a) distinct user roles (teachers, students and administrators), (b) distinct course categories (open, restricted and closed), (c) easy course creation and use, (d) structured course presentation, (e) stability and reliability, (f) ease of administration. The eCourse is the core part of the Open eClass platform. Each eCourse is an autonomous entity which integrates a number of learning tools which can be enabled and maintained by the teachers.

The Open eClass project has the following aims (<http://eclass.gunet.gr>) :

- Incorporate new technologies in education activities.
- Utilize existing educational material (*notes, presentations, etc.*)
- Take constructive advantage of the Internet.
- Facilitate use for both teachers and students.
- Offer reliable but affordable asynchronous e-learning services.
- Be easy to install and manage, as well as easy to adapt to special or changing requirements.
- Be actively developed and supported by the Greek Academic Network GUnet and available without restrictions to everyone.

SURVEY METHODOLOGY

The Open eClass platform has been introduced as a pilot program in December 2012, at the same time when the 22nd Class of NSPA-LG students initiated their training. The rest of this article is dedicated to a functioning review of this Open eClass platform, from its introduction until the end of the Common Phase of studies in the NSPA-LG. In particular we shall try to investigate the level of end-users' satisfaction based on their experience so far. This will be analyzed through a specific structured questionnaire which has been addressed, via e-mail, to all 83 NSPA-LG students/end-users of the platform. A percentage of 45,8% from the ensemble of students/end users has responded to the survey which is actually a safe sample to draw conclusions from.

Questionnaire Planning

The questionnaire (annex 2) consists of three sections:

1st Section (Closed Questions)

It investigates the students demographics i.e. sex, age, educational level, years of professional experience either in public or private sector.

2nd Section (Rating Scale - Multiple Choice Questions)

It attempts to evaluate the e-training platform in terms of functionality, meeting of goals and selection reasoning. Regarding the functionality and the 'meeting of goals' evaluation, an 11/degree rating scale (0-10) was selected. Regarding the selection reasoning, a multiple choice questionnaire was selected:

3rd Section (Open Text Questions)

Student comments, concerning the improvement of the platform.

Results Presentation

Student Profiling

The sample is divided equally between men and women. Ages range mainly from 26 to 35 (*85% of sample*). All students of the sample have at least a Bachelor's (*admission requirement*). 27% are economists, 33% political scientists, 16% philologists, while 16% studied applied-positive sciences, 5% law and 3% sociology. Almost 63% of the sample holds a MSc or MA in specialized scientific fields or MPA or MBA and 2 out of 38 hold a PhD. All students are fluent in English (*admission requirement*) and apprehend or speak already a second or even a third foreign language (annex 3).

Professional Experience

Most of the students have had previous professional experience in public and/or private sector. 37% had minor than 3 years of professional experience, 47% 3 to 10 years while only 16% had more than 10 years previous professional experience.

Assessment of the Platform's Functionality

Accessibility

The NSPA-LG e-learning platform scored low on this parameter (*average: 5.74 out of 10*). The students confirm that they are facing problems logging in the platform outside the classroom. This suggests, lack of proper infrastructure and low effectiveness of the technical support. Moreover, it has been observed that in times of great workload the system collapses.

Ease of Use

A nearly high rating was noted on the issue of usability (*average: 7.88 out of 10*). This parameter is defined - within the questionnaire- as the ability to store, process, post etc. educational material. This means that users find the tools provided by the platform sufficiently utilitarian.

Student Awareness

The logical structure of the platform is based on autonomous entities, called eCourses. All new updates or announcements for upcoming changes are taking place inside each eCourse. At the same time, no general notice board is used. This means that every student must enter each one of the eCourses he or she attends in order to discover any changes. This technique might be effective when used for a limited series of courses (*maximum 3 or 4*), however when the courses reach a number of 18 parallel ones (*common phase of studies*) this procedure becomes time and energy consuming (*average rating: 7.00 out of 10*).

System Architecture and Manual Usability

They scored moderate ratings (*7.75 and 7.59 respectively*) which shows that the platform has much room for further development.

Meeting of Goals

Educational Procedure Quality

Altogether, the educational axes scored a moderate 7.56 out of 10 (*mean of all axes*) in terms of user satisfaction in relation with the received training. The axis with the best performance in educational quality was that of Information

Technology (8.17) and with the lowest performance that of Foreign Languages (6.94). One can conclude that the very nature of IT courses is closer to the presentation methods which are being used in digital form than that of philological or other theoretical sciences.

Course Organization & Training Material Quality

Comprehensively, these two parameters are those who received the lowest score, in all educational axes. The lack of prior personnel experience (*administrative, scientific and educative*) on the use of electronic media within the educational process can largely explain the observed ratings.

Selection Reasoning

On this section of the questionnaire, the students, driven by personal gravity standards, indicated some of the reasons why this method of education was selected in comparison to more conventional ones and also expressed their views about the reasons that failed to support such an argument. In particular, most of them (*33 out of 38*) stressed that the NSPA-LG introduced e-learning in order to satisfy two basic needs i.e. (a) lesser consumption in printed material and (b) asynchronous learning. Another reason for such a selection, according to the students, is of course the reflection period, asynchronous education offers, between the trainer's question and the trainee's answer. On the other hand, according to many students there are also reasons that make e-learning not an efficient selection as regards the education procedure, e.g. the collective or social learning, where students can learn also by publicly exchange questions-answers or experiences to each other. Finally, the students or else the Open eClass users proposed some improvements on the system which can steer ahead this pilot program so it can deliver more qualitative results. The main proposals are:

- Compatibility with other devices such as PC's, laptops, tablets, smart phones etc.
- Upgrade server.
- Constant updated informing on all end users.
- General notice board.
- Improved accessibility.
- Notifications via e-mail.
- Activation of forums/chat rooms.

CONCLUSIONS – FINAL REMARKS

In general, the findings on the questionnaire showed undoubtedly that the utility factor for this eClass platform was rated as "*moderate*" by the students/end-users. This resulted from the analysis of the functionality indicators, which identified some accessibility issues, as well as, from the quality of the educational material which is being uploaded periodically. For a more satisfactory explanation, one should evaluate also certain individual factors, namely, the overall educational policy and the system support platform. As already stated, the system's efficiency is evaluated by factors such as:

- Securing financial resources and infrastructure,
- Defining the obligations of staff members,
- Coordinating educational activities of various parts of the organization and

- Monitoring the functioning of the educational system.

Organizational problems within the organization can explain, on a certain degree, the mediocre performance on the questionnaire. As a part of this survey, some members of the personnel were asked to comment on the above mentioned results, and they noted:

- Lack of infrastructure (*e.g. server's capacity*),
- Lack of clear obligations for all the involved parties (*who is responsible for what*),
- Lack of coordination within the organization (*overlaps, waste of resources*),
- Inability to receive immediate feedback on the methods that are being adopted.

Summarizing all of the above, one can easily draw the conclusion that the existing educational policy is pretty vague. The only way for any electronic or other means to be effective is to rebuild education policy within a more concrete and integrated framework.

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APPENDICES

Table 1: The History of Elearning

| N/A | Chronological Period | Event |
|-----|----------------------|--|
| 1. | 1700 - 1900 | Use mail delivery educational material |
| 2. | 1920-1960 | Courses by correspondence. Use radio and television for learning purposes |
| 3. | 1970 –1980 | Use pre-cassette videocassettes and sound. Limited number of broadcast channels. Mainly used in research and science to exchange information. |
| 4. | 1980 - 1990 | Teleconferencing – Video conferencing. WWW |
| 5. | 1990 - | Cheap computers. Prevalence of WWW. Greater accessibility of technology. Internet in classrooms. Increasingly adopted by educational institutions and enterprises by distance learning. Wireless technology. Synchronous and asynchronous communication. |

Source : Harper *et al*, (2004).

ANNEX 2: QUESTIONNAIRE

Date: ____/04/2013

PART A: Participant Demographics

You are kindly asked to fill in the proper blank boxes:

| | | |
|-------------|----------|--------------------------|
| SEX: | MALE | <input type="checkbox"/> |
| | FEMALE | <input type="checkbox"/> |
| AGE: | Until 25 | <input type="checkbox"/> |
| | 26 - 30 | <input type="checkbox"/> |
| | 31 - 35 | <input type="checkbox"/> |
| | Over 36 | <input type="checkbox"/> |

BASIC STUDIES

- Positive-Applied Sciences ☐
- Law Sciences ☐
- Economics ☐
- Political Sciences ☐
- Philology ☐
- Sociology ☐
- Media ☐
- Other ☐

POSTGRADUATE STUDIES : YES ☐ NO ☐

If yes, please define:.....

PhD: YES ☐ NO ☐

If yes, please define:.....

PROFESSIONAL EXPERIENCE (in years)

| | |
|---------|--------------------------|
| 0-3 | <input type="checkbox"/> |
| 3-7 | <input type="checkbox"/> |
| 7-10 | <input type="checkbox"/> |
| Over 10 | <input type="checkbox"/> |

AS A:

1. Employee

- 1.a Public Sector ☐
- 1.b Private Sector ☐
2. Private individual ☐

PART B: E-Learning Platform Assessment

Functionality Assessment

Please rate the degree to which the following have occurred by using the following scale: 0 – 2 = not at all, 2.01 – 4 = little, 4.01 – 6 = moderately, 6.01 – 8 = sufficiently, 8.01 – 10 = much

Table 2

| S/N | Evaluated Criterion | Rating |
|-----|--|--------|
| 1 | Platform access by anyone, whenever and wherever | |
| 2 | Platform design (<i>easy navigation etc</i>) | |
| 3 | Ease of use (<i>save, edit etc</i>) of the uploaded educational material | |
| 4 | Easy update for all upcoming changes, new announcements, postings etc | |
| 5 | Manual usability | |

Meeting of Goals

Please rate the degree to which the following have occurred by using the following scale: 0 – 2 = extremely insufficient, 2.01 – 4 = slightly insufficient, 4.01 – 6 = relatively sufficient, 6.01 – 8 = most sufficient, 8.01 – 10 = extremely sufficient

Table 3

| Axes | Uploaded Material Quality (Presentation, Clarity, Scientific Completeness, Relevance to the Course Content) | Course Organization (Apparent Division of the Material into Modules Based on Course Plan, Timely Posting Educational Material) | Content Coverage (Completeness in Relation to Course Plan and Description of Course in the Curriculum) |
|-------------------|--|---|---|
| Administration | | | |
| Foreign Languages | | | |
| Economics | | | |
| IT | | | |
| Public Policy | | | |

Selection Reasoning

Please indicate what are the reasons that in your opinion the e-learning platform was selected as a teaching instrument. (Tick with X those two choices that can answer, in a more sufficient way, the above question and tick with 0 the 1 answer that cannot give sufficient answer to the above question)

- Save money from printed material. ☐
- Higher education level. ☐
- Difficulty in finding available classrooms. ☐
- Fewer instructors – Save money from educational man-hours. ☐
- Asynchronous education – Accessing educational material whenever and wherever. ☐
- The social interaction that takes place within the training classroom has no positive effect on the educational

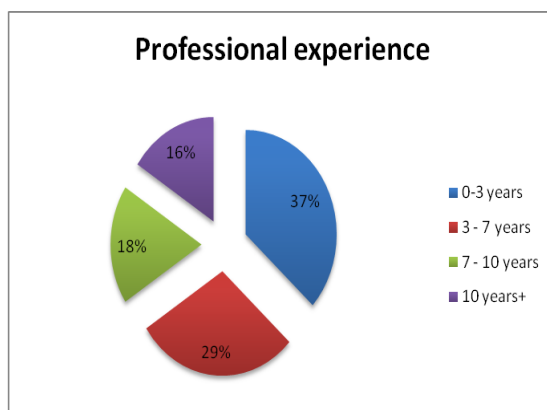


Figure 3: Professional Experience

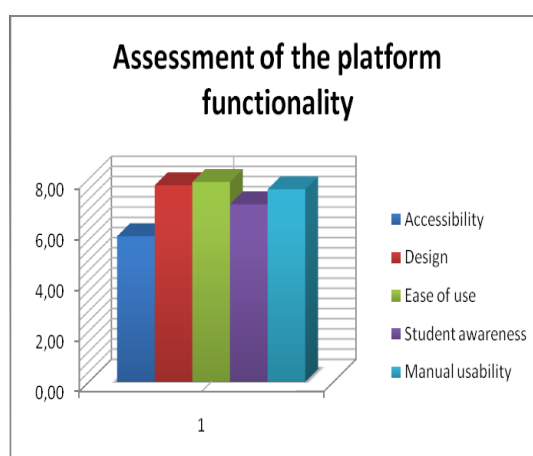


Figure 4: Assessment of the Platform Functionality

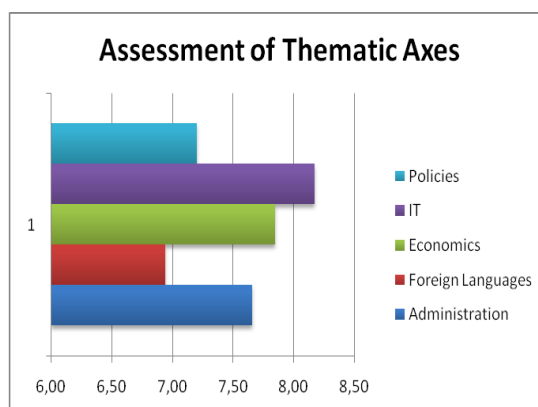


Figure 5: Assessment of Thematic Axes

